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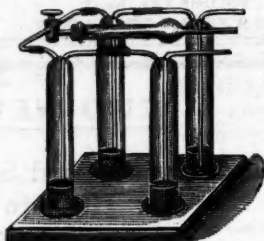
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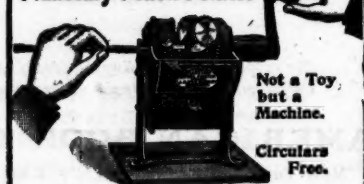


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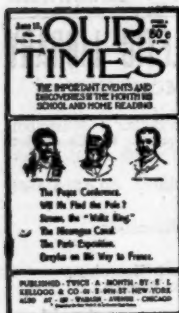
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending July 14.

No. 2

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## Educational Progress During the Year 1899-1900.\*

By DR. B. A. HINSDALE, of the University of Michigan.

In his introduction Dr. Hinsdale touched briefly one or two topics relating to the public schools as a whole. The most important of these was the measures that had been taken in New York, Chicago, and some other cities to secure the medical examination of the pupils in the schools. These measures, from which much good may be expected, had grown in large part out of the interest in children engendered by the child-study movement. Mention was also made of the failure of the renewed attempt to secure a reformed board of education for Boston, of the collapse of the effort to unify the educational administration of the state of New York, and of the successful inauguration of the new system of board of administration in the city of Indianapolis.

In the field of elementary instruction there was nothing of moment to report. Very different was the case in respect to secondary and higher education. Here important history had been made, especially as respects the relations of the two divisions of education. The publication of the Report of the Committee on College Entrance Requirements had been followed by much valuable discussion and by important legislation relating to that subject. More than this, such discussion and legislation were in considerable measure due to that report. The board of education of Chicago had adopted a program of studies for the high schools of that city quite in accordance with the recommendations of the committee; while the colleges and universities of the Middle States and Maryland had united in a co-operative association for the purpose of preparing uniform examination questions for admission to college, thus securing, in the future, something like order where chaos has hitherto reigned.

There were also important facts to report in regard to higher education alone. The Association of American Universities had discussed, at a meeting held in Chicago, the important subject of distinguishing graduate and under-graduate work. The committee on a national university appointed by the Council of Education in 1898 had reported decisively against a statutory institution and in favor of some alternative plan. Columbia university had taken steps to have elementary Latin taught in Columbia college, and had so modified the requirements for admission that henceforth secondary school students graduating from a non-Latin course might enter the college and proceed to the A. B. degree without prejudice.

Of educational books brought out during the year but few were mentioned. Dr. John Dewey's "The School and Society" was one of those named. The series of "Monographs on Education in the United States," prepared by specialists under the editorial supervision of Dr. Nicholas Murray Butler, and the business supervision of Mr. Howard J. Rogers, was pronounced by far the most important educational publication of the year, and the most important book of the kind ever published.

Abroad some interesting educational history had been made. In England the new code would put an end to the wretched system of payment by results in all the schools that profited by the grants from the imperial treasury; the new educational department had been par-

tially organized, and progress had been made towards getting the new Teaching university for London in running order. In Germany some progress had been made in the direction of securing better educational advantages for women, and the Prussian government had conferred upon the Technical high school of Berlin power to confer the degree of Ph. D.

The final paragraphs of the address were devoted to a general view of education at the beginning of the century, especially as compared with the close of the century, as follows:

This address, devoted to a review of educational progress during the last year of the century, may fitly conclude with a glance at the state of education at the opening of the century in three or four of the leading countries of the world, as Germany, France, England, and the United States.

In some of the principal states of Germany, where the impulse that the Reformation gave to education had never been wholly lost, the large outlines of state systems of instruction could be distinctly discerned in 1801. In these states elementary schools existed, altho they were far too few to teach the children of all the people, and were generally of an inferior character. Compulsory attendance upon such schools, which had been recommended by Luther, and been early adopted in some of the smaller states, had now been definitely enacted by Frederick the Great for his kingdom of Prussia. Teachers' seminaries which date back to 1704, had also been taken under the patronage of the same enlightened monarch. The gymnasium was still moving on the traditional lines; but Francke the pietist and his disciples had successfully introduced the *Reallein* into schools before the middle of the previous century, thus paving the way for the development of the type of instruction and mental discipline that is furnished in Germany by the Real School, the Real Gymnasium, and the Technical High School. Moreover, this movement also led, in time, to important modifications in the elementary schools and in the gymnasias, and to the admission to the universities of students with a preparation almost purely modern. The universities themselves, delivered from the bondage of the church, led by the University of Halle, had finally won the *libertas philosophandi*. With all the rest, the Prussian government had promulgated the *Allegeine Landricht*, which declared: "Schools and universities are state institutions charged with the instruction of youth in useful information and scientific knowledge. Such instruction may be provided only with the knowledge and consent of the state. All public schools and educational institutions are under the supervision of the state, and are at all times subject to its examination and inspection." For the time, perhaps, this decree was little more than a paper document, but it was never repealed and finally became a living reality.

Turning to the moral side of the subject, Kant had already finished his work, altho his lectures on pedagogy were not published until 1803. Pestalozzi, employed at the time in the institute at Burgdorf, had brought out the "Leonard and Gertrude," in 1781-87, thus unfolding to his readers, who were, unfortunately, still few in number, the pure, sweet vision of Bonal. Hegel, born in 1770, was just coming into notice. Froebel, then eighteen years of age, had yet to receive his "vocation" for teaching at Frankfort, and to go to school to Pestalozzi, before he would be prepared to write "The Education of

\* Address before the National Council of Education.

Man," which appeared in 1826. Herbart, who was six years older than Froebel, was just settling down to his academical and pedagogical career. The awakening of Prussia from her political and moral torpor by Stein and his co-workers still lay in the future, beyond the defeat of Jena and the peace of Tilsit. Fichte's "Addresses to the German Nation" were still seven years, and the founding of the University of Berlin nine years in the future.

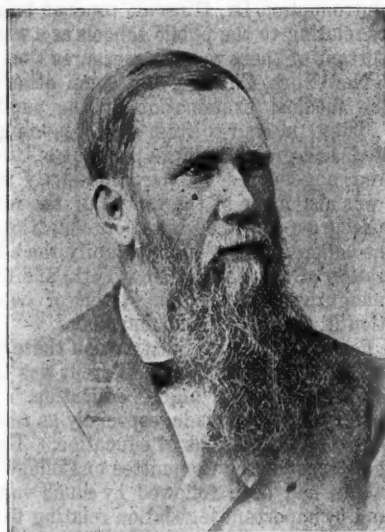
It will be seen, therefore, that while much had been done in Germany, much yet remained to be done. The whole system of public instruction had to be remodeled and expanded, and the people aroused to an appreciation of its value. How stoutly Conservatism continued to hold its ground is shown, in part, by the fact that the real gymnasium was not fully organized in Prussia until 1859, or its students, on leaving, admitted to the universities until 1870.

In France the situation was wholly different. Rousseau had put out the *Emile* in 1762, and the Encyclopedists had completed their work in 1765. What the results of the new movement towards freedom would have been—educational as well as other—provided the issue had been a peaceful one, is a vain tho a curious speculation. The Revolution swept the old educational regime away with all the rest, and set up nothing in its room. That regime, brilliant in many respects, like the other parts of the system to which it belonged, had done nothing for the education of the masses of the people. Still the rapid succession of *rapports* and *projects* of laws relating to education that followed, while all abortive, bore testimony to the close affiliation of democratic ideas and national instruction. The traditions of the old culture still remained, and, reinvigorated by the new spirit, were destined to be organized into a series of national educational institutions. The Imperial University was not founded until 1806, and even then made no provision for the instruction of the nation; while Guizot did not secure the passage of the law that bears his name, or send out his equally famous circular on instruction until 1833. Even then little was accomplished as time wore on, and it was not until the days of the Third Republic that France, stirred to the depths by her defeat at the hands of Germany, took vigorously in hand the instruction of her sons and daughters, offering to the world one of the most striking examples of educational progress recorded in history. Thus, to quote Compayre: "For successfully introducing anew into the laws the principles of gratuity, obligation, and secularization, as proclaimed by the French revolution, not less than a century was required."

#### Conditions in England.

Still different had been the course of history in England. One hundred years ago no other great country in the world had been so little stirred by the genius of universal education. All thru the eighteenth century such schools as those described by Shenstone in "The School Mistress," together with a few Sunday-schools at the last, furnished all the educational facilities that the children of the poor enjoyed. Joseph Lancaster, born in the same year as Froebel, had begun to teach some poor scholars in the shed back of his father's house in London in 1796, and Dr. Bell had introduced the Madras system of instruction into England in 1798. These were the headsprings of a movement that was soon to attract universal attention. But England was bound fast in the Tory and High Church shackles. The French revolution sat upon her breast like a nightmare. It is, in fact, almost impossible at this day to conceive the depths and indifference or hostility that the ruling classes felt for the enlightenment and elevation of the democracy. When the first education bill ever before parliament was voted down by the lords in 1807, Sir Samuel Romilly, who supported the measure in the commons, wrote in his diary that a majority of his fellow-members thought it desirable that the people should be kept in ignorance. In 1795 one of the bishops said in the house of lords that he did not know

what the mass of the people in any country had to do with the laws but to obey them, and as late as 1832, a lady of high social position demanded to know what difference it made what the people thought if the army could be depended upon. *Blackwood's Magazine*, a literary organ of conservatism, opposed the education of the people on the ground that it made them uneasy and restless, that ignorance was the parent of contentment and that the only education which could safely be given them was a religious education that would render them patient, amiable, and moral, and relieve the hardship of their present lot with the prospect of a bright eternity." With these facts before us we are not surprised to find Sydney Smith asserting that there was no Protestant country in the world where the education of the poor had been so grossly and



Dr. B. A. Hinsdale, University of Michigan.

infamously neglected as in England; or Malthus asserting that it was a great national disgrace that the education of the lower classes of the people should be left merely to a few Sunday-schools; or, once more, Dean Alford writing in 1839: Prussia is before us, Switzerland is before us, France is before us; there is no record of any people on earth so highly civilized, so abounding in arts and comforts, and so grossly generally ignorant as the English.

#### Slow Progress.

To modify Lord Brougham's famous phrase, "The schoolmaster got abroad but slowly." It was not until 1832, the year of the first Reform Bill, that Parliament made its first appropriation for education the meager sum of \$20,000 pounds, and not until 1870 that the Elementary School Act, authorizing school boards and board schools was passed. But slowly, with the throwing off of the old conservatism, and the penetration of the masses of society by the democratic spirit, England began to awaken to the shame of her situation and to do something worthy of her in the field in which she had been so backward. Here, as in France, the relation of democratic ideas and educational progress was demonstrated. It was immediately after the passage of the Reform Bill of 1867, which greatly enlarged the suffrage, that Mr. Robert Lowe, afterwards Lord Sherbrooke, recognizing the coming change in the center of political gravity, uttered the celebrated words, so full of meaning—"We must educate our masters." Still, with all that has been done, England, at the close of the century, is confronted by more serious educational problems than any other great educational country.

In the United States, the contrast between the beginning and the end of the century, all things considered, is more remarkable than that shown by any other country in the world. So far as quantity is concerned,



education has certainly more than kept pace with the growth of the country; while quality has also vastly improved. In 1801 a number of the states had assigned to schools a status in their constitutions. Connecticut had founded her common school fund, and other states were preparing to emulate her example. The national government had taken the first steps in that line of policy which has resulted in endowing education with a capital of about \$300,000,000. New York had chartered, in 1787, the Regents of the State university. In 1801 there were twenty-three colleges in the country, all but nine of them founded since 1775; whereas we now have more than 400. West and south of the Hudson river, not even the rudiments of a state system of public instruction existed, while the boasted New England systems were but imperfectly developed and comparatively inefficient. Save alone the few New England grammar schools, there were no public high schools in the country, where we now have more than 5,000. But few of the state governments were doing anything whatever for elementary teaching. The first state board of education and first state secretary, as well as the first local superintendent, were thirty-six years distant, and the first state normal schools thirty-eight years distant. Horace Mann, four years of age was just beginning to braid straw in his native town of Franklin, Mass., while Henry Barnard was not born until 1811. More than twenty years were still to elapse before George Ticknor would urge valuable reforms in Harvard college, or Thomas Jefferson found the University of Virginia; while Francis Wayland would not write his book on college education until 1842, or read his more famous report to the trustees of Brown university until 1850. The State universities of the West were potent only in the implied promise of Congress to endow them with two townships of wild land apiece.

Our hurried glance has been limited to education as a whole. If we were to single out the education of women, who are one-half of the human family, the showing would be still more effective. This was shamefully neglected, even in the best educated states and countries. In the United States not only were co-education colleges, "annexes," and women's colleges one and two generations in the future, but even the day of ladies' seminaries had not dawned. Still more, girls were sometimes denied the privileges of the common school. For example, it was not until 1789 that they were admitted to the schools of Boston, and then only when the boys did not need the school-houses.

To make this review most effective it would, perhaps, be desirable to present a similar one of education at the close of the century. But that is manifestly impossible. Probably, also, it is unnecessary. It may well be assumed that the audience are fully able to supply the counterpart of the picture that has been drawn. Three or four general statements, at least, will suffice.

Education has everywhere become a function of the state; that is, it has been placed in the only hands that are competent to furnish it to the people. Statesmen are called upon to reckon with the subject, and monarchs urge it in speeches from the throne. The educational budgets of the great educational countries rank with the budgets of the army and navy, or rather above them. The united expenditures of Germany, France, Great Britain, and the United States, for public education, in one year amount to \$460,000,000. The United States will cross the century line with 245,000 public school houses, 418,000 public school teachers, 15,700,000 pupils in public schools, and an expenditure for public education of \$203,000,000.\* The two cross-sections of civilization marked 1800 and 1900 offer to our minds many points of striking contrast; but none more striking, more instructive, more inspiring, more conducive to hopeful views of the world and of the race, than those furnished by education. With such a century behind it, what can the twentieth century be but

— "a new morn  
Risen on high noon? —

## President's Address.\*

By O. T. CORSON.

Custom long established makes it the duty of the president of this association to give expression to his views regarding some of the educational problems of the day. It is my honest conviction, however, that the whole problem of education is an intensely practical one, requiring for its satisfactory solution the best thought and effort of practical men and women everywhere. In my judgment, the educational welfare of our country depends very largely upon the continued confidence of the people in the wisdom of those who aspire to educational leadership. If this leadership is unsettled and erratic in its policy, confidence on the part of the people is destroyed, and the schools thereby become the prey of designing politicians who are always wise enough to remember what so many people with much better intentions so easily forget—that the people are the real source of power. Educational leadership, which inspires and retains public confidence must not only have high ideals, but must also recognize positive limitations. While it must ever strive to bring about better conditions, it must not lose sight of those which actually exist. These principles should guide in the consideration of the school problem from both the financial and educational standpoint.

With a yearly expenditure of over \$200,000,000 in the United States for public education alone, it is very important that those who assume to lead in forming and directing the educational sentiment of our country shall possess not only educational qualifications but also that business ability which will inspire confidence in the business world. Care should be exercised lest we go too far in the modern movement of separating the business and educational management of our schools. The real educational leaders of this age whose influence will be permanent, are those who have the business capacity to appreciate and comprehend the business problems which are always a part of the educational problem. Leadership of this character recognizes at once the impracticability of any attempt to carry on the work of public education in schools whose cost of equipment and maintenance is so great as to render their operation a financial impossibility.

### Requirements for Success.

Such leadership also recognizes the fact that, if the schools are to continue to have the financial support which is essential to their success, the people must be led to feel that education pays; that money judiciously invested in good schools and well-equipped teachers will bring in large returns not alone in the higher intelligence, happiness and culture of the people, but in a financial sense as well; that the two most important factors which enter into the value of property cannot appear on the tax duplicate, viz.: the intelligence and morality of the people. The successful prosecution of the work of public education will be aided to a far greater extent by impressing parents and boards of education with a keen appreciation of the financial value of a child's time during the years of school age than by requiring teachers to exhaust their time and energy in a fruitless study of the peculiarities of children. While we must never lose sight of the higher ideals in education, and strive in every possible way to lead the youth of our land to look beyond the mere making of a living to the making of noble lives, on the other hand it is never wise to ignore the bread and butter phase of existence, and what the common people consider an important and immediate end in education. With the large majority of the people of every community, the struggle of life is both difficult and constant. With each passing year, the competition seems to become more intense, and we cannot change the facts or better the conditions by closing our eyes and sentimentally regretting that practical people everywhere are demanding that the schools shall so train their boys and girls as to enable them to go out into life prepared to meet its difficulties

\*[Slightly Abridged.]

and make an honest living. No one doubts that true character is the true end and aim of education, but it is equally important that we also recognize that true character is the product of right training and earnest living and usually thrives best in the midst of toil and difficulty.

In the educational management of our schools there is also great need of that stability and conservatism which will beget confidence and insure thoroughness. In their anxiety to be considered progressive those to whom the people look for guidance in educational affairs should ever be mindful of the fact that all genuine reforms have their roots down deep in the hearts of the common people, and that all true growth is slow growth. To correct one wrong tendency an attempt should not be made to create a worse one in an opposite direction. Text-book teaching may have been carried to a harmful extreme in the past, but that is no reason why it should be abolished now. It will ever remain true that one of the best things that any school can do for any pupil is to teach him how to make proper use of the books of the school-room and library. Courses of study in the old-time schools may have been too much abridged, and as a result narrowing in their tendency, but many thoughtful people among both patrons and teachers are to-day seriously questioning the modern attempt of teaching something of everything to children. Schools in which formal tasks assigned by heartless teachers make children unhappy, need reformation, but it is not wise to replace them with play-houses in which amusement and entertainment are mistaken for interest. A firm belief in the doctrine of hard work is still necessary to both happiness and success, and the gospel of labor needs to be preached anew in many localities. The student of trained mind and mature judgment should certainly be allowed some choice of studies in making preparation for his special life work, but many old-fashioned people still insist that children in grammar and high schools should have very definite direction in their work.

In dealing with all these important phases of the work of public education what is needed more than anything else to give it that stability and solidity which will insure the support of public sentiment without which true progress is impossible, is the active influence of broad-minded, great-hearted, liberally educated teachers who are superior to all methods and systems, and whose influence is always inspiring and uplifting. He does most for education in this age who leads the people to appreciate that the one great necessity of any school is a great teacher.

While it is right that in the consideration of the educational problem, great emphasis is to-day placed upon a proper recognition of the rights and needs of the individual, no one must be unmindful of the importance of education from a national standpoint. We believe that the intelligence of the common people is the real safeguard of our Republic, and that the free public school must ever remain the one great source of this intelligence. In this great work of preparing an intelligent citizenship capable of exercising the rights of freemen, we know no North, no South, no political party, no sectarian creed.

With the firm belief that the national educational sentiment already so firmly established in all sections of our country would be deepened and strengthened thereby, the National Educational Association accepted the cordial invitation extended at Los Angeles, and to-day meets in this beautiful Southern city under circumstances both delightful and impressive. As teachers and citizens we all have an abiding faith in the future destiny of our united country whose flag, floats majestically over land and sea. With a faith in the God of Nations which knows no wavering, and with unselfish purpose and loyal devotion, let us as members of this great association rededicate and reconsecrate ourselves to the great principle and work of popular education.

## General Culture as an Element in Professional Training.\*

By SUPT. R. G. BOONE, Cincinnati.

My subject is scholarship or large learning as a factor in the training and qualifications of teachers. I do not mean simply or necessarily more academic education, larger knowledge or versatility, tho this is well enough in its way. My theme is the needed influence of a larger individual life upon the teaching, the contribution of learning to the daily work of the class-room, an enrichment of skill and influence and conduct thru a more abundant culture.

There are three factors involved in ideal teaching:

1. The habit of right thinking on the part of the teacher. Here, as its original sense, I use right to mean straight, direct, regulated thinking which has purpose and seeks an end and employs means; that which is not so much influenced by incident and collateral considerations, as able to influence and control whatever other purposes or motives. Right thinking is centripetal.

2. Knowledge of the processes involved in growth is of fundamental importance. By this is not meant simply an acquaintance with mind or with study, altho both of these are implied; but rather an acquaintance with mental development, the unfolding of individual life, the maturing of one's personality, the steps in this process and the conditions under which it goes on. Knowledge of the process involved in growth means an acquaintance with both the *individual* and the *race*; an insight into the spiritual forces which make for civilization, a sympathetic interest in the individual, as representing in the small the larger personality of the race; an intelligent appreciation of the race as comprising the more sacred individual. Knowledge of the processes involved in growth implies a knowledge of both the individual and the mass; their interrelations, their mutual re-inforcements and limitations. Of course, in the school-room and to the average teacher, the essential fact, the one of most significance, is the individual; not the nation, certainly, or the race, or the community, or even any particular class in the community or the grade, or class, as a whole in the school, but the single individual.

How do the processes go on here? How they go on here, it must be apparent, depends primarily upon, or is explained by how they go on there; i. e., in the race or in the mass. But the average teacher's concern is with the particular boy and the particular girl. That this knowledge of the particular boy and particular girl is rightly comprehended, both as to fullness and validity, only by one's knowledge of the typical boy and the typical girl, goes without question.

3. The final factor involved in what I have called here ideal teaching, is skill in manipulating those processes mentioned in item two. Skill is not knowledge so much as doing. It may or may not involve thinking. The more intelligence does enter into any art, the higher the grade of the art. But a large percent. of all the world's doings among men, and the most intelligent men, concerning high affairs in church and state and society not less than the school, partakes of the mechanical in a painfully large degree. The former's skill is a sort of blind art. Things are done as they have been done with little thought of why or why not. But so is the teacher's skill and the preaching of the pulpit and the carpentering of the shop and the keeping of books and the running of railroads and the making of literature. Skill, in manipulating the processes involved in growth, may or may not be conscious. It usually is not, or is but partially so; and to the degree that it is not, is unintelligent.

These three factors, the habit of right thinking on the part of the teacher, a knowledge of the processes involved in growth and skill in manipulating these processes would seem to be all-inclusive and fundamental. To omit either is to depreciate the profession and to cripple the art.

\*Address before the National Council of Education.



The knowledge of growth referred to includes the notion of (1) individual maturing, (2) social and institutional conditions, and (3) the evolution of civilization. Each reacts upon the other, giving rise to a philosophy of education.

To understand growth in this triple sense, i. e., in the individual, in the institution, and in the race, there are involved (a) a study of mind; (b) the history of education; (c) educational doctrine; (d) educational agencies; (e) method with its correlative practice. Growth in the individual is, broadly speaking, both as to lines and conditions, paralleled by growth in the race. So the psychology of the individual may be illumined and verified by an insight into the nature and motives and instincts of men in larger bodies. It is not enough to have read any text-book on psychology, however complete or trustworthy. Familiar acquaintance with the individual mind comes thru the study of the individual mind. The valid acquaintance with the universal mind comes not only with the study of the individual or numbers of individuals, but thru the study of groups, masses, and organizations; national and racial types; insights into mind as it has been manifested in institutions and organizations and societies and clubs and churches, the state schools, the family, individual bodies, etc. That is, any view of mind which is not enlarged and enriched by the acquaintance with minds, and associated minds, with established and organic relations, must be partial and more or less unsatisfactory.

#### Comparison with History.

The way in which child mind acts is more than paralleled by the way in which primitive mind acts. How the boy thinks is typified in the thinking of King Alfred and Charlemagne and Cæsar. "What," asks Emerson, "is the foundation of that interest all men feel in Greek history, letters, art, and poetry, for five centuries after the Homeric age? What but this, that every man passes personally thru a Grecian period?" Elsewhere, describing Xenophon and the experiences of his military life, he says, "Thruout his army exists a boundless liberty of speech. They quarrel for plunder, they wrangle with the generals on each new order, and Xenophon is as sharp-tongued as any, and sharper-tongued than most, and so gives as good as he gets. Who does not see that this is a gang of great boys, with such a code of honor, and such lax discipline as great boys have?" Indeed, the Greeks generally "combined the energy of manhood with the engaging unconsciousness of childhood."

So, on the other hand, acquaintance with history in the larger sense is meager and inaccurate, and offers but the veneering of culture except it be particularized and concentered in a familiar comprehension of the several great and common individuals who make history. The one enriches, the other enlarges the common notion. History of education gives the ground for one sort of comparative study; that is, the opportunity to observe educational systems and practice and agencies, along the chronological line. As all best study is comparative, whether in science or philosophy, in theology or government, so in education, he who has not had his view of pedagogical thought verified by the perspective of Egyptian and Chinese and Persian and Hebrew and Greek and Roman and all typical past pedagogical thought, sees at best but narrowly and superficially.

A study of history of education gives a balance and caution to educational doctrine. This is the factor of conservation. It saves from fads and whim and caprice and tangential enthusiasm for what is momentarily thought to be new. A familiar acquaintance with ancient educational ideals furnishes a fertile soil in which to sow the seeds of the new education.

Theoretically, whatever is best in the modern doctrine concerning schools or culture, or learning, or systems or the lines of training may be found in general, at least often, in a well developed philosophy in the writings of Solomon, in the writings of Plato and Aristotle, Quintilian and Bacon, St. Thomas and Comenius, St. Paul and

Christ. To have put ourselves in the place of those who have thought before us, easily tempers egotism and avoids or corrects the extreme of self-assertiveness, gives faith in the man and the race, and exhibits the lines along which advance has already been made and must be made. But the most detailed and elaborate study of psychology, and the conditions and lines of progress in the race, would be fruitless and unmeaning, unless they be knit together by a body of inferences taking the form of educational doctrine: that is, teaching is intelligent to the degree that it is inspired by rationally held *theory of the purpose of education*. Of all professional subjects, teachers most need the acquaintance with educational doctrine. Method is less important; devices are insignificant; acquaintance with peoples, barren of results; the most patient study of mind valueless, except these be carried on in the light of some more or less well established doctrine, or at least hypothesis, concerning the ends and conditions and means of education. Educational theory is the atmosphere in which all study of mind, and reading of history, and social inquiry, and philosophic thinking must be done. Give teachers right notions as to the essential nature of education and right education, the purposes to be achieved in the individual and the community, a mastery in their own lives of the forces that have operated to elevate the race, a sound understanding of the laws of mental improvement,—and they may or may not have read psychology or logic, or books on method, or history of education, or school management and organization and courses of study. That is, educational doctrine is needed as a guiding principle; the laws of mind and of learning and of teaching would be brought into line, if only there be clearness of vision with reference to what has been called here educational doctrine. Never more than to-day has there been needed by the teachers of our country a thoro comprehension of the grounds for a state-controlled, state-supported, state-established system of secular education.

What are the agencies which society provides for the furnishing of schooling? What is the relative service of each? What is the place of the family, of the church, of industrial and social organizations, of the state? In the race's history the idea that education is the function of each of these may be found to have existed at times in some place, and often with determined following. In comparatively recent years only, and first in this country, was there developed in a practical way the thought that schooling,—free, public, secular, universal education, was the function of the state.

#### Purpose of the Schools.

Whose are these schools? To what end do they exist? For what purpose are lessons given? Is it to fit the boy for the church, or the bench, or the shop, or the store, or the farm, or the teacher's desk? Is it to make him pious or informed or skilful? Is it to give him a trade or a profession or a competence, or is it to make him a man? Of all these agencies I am not here to say which has the prior claim, or that either should absorb the others. My only plea is for such abundant training and large learning and richness of culture, such familiar sympathy with the progress of man and the conditions of his uplifting, that these and other questions may be fairly grappled. There is no single danger which to-day menaces the public school than that teachers will prove themselves unable, thru lack of insight or fineness of discrimination and vigorous thinking, virility of life and mind, and mastery of the problems of civilization, to take hold of these and like vital questions and compete with the rich learning, the large-hearted zeal, the religious enthusiasm, or the utilitarian demands of aggressive individuals and organizations.

The most radical emphasis to be put upon professional fitness, therefore, yet concedes the necessary precedence of academic fitness. The teacher's view, whatever it may be, is special, and hence narrow. Its significance and helpfulness are to be measured by the way in

which it is rooted in a liberal preparatory culture. It has already been suggested that, in the train of a general education, the resulting habits and discipline are such in themselves considered as to carry a distinctive advantage to the teacher. But more than this, they furnish the only fruitful conditions for maturing the views peculiar to the teacher's calling. The one is the foundation essential to the other as a superstructure.

If our perceptions are significant according to the content which our conceptions contribute to our seeing, then the larger the culture brought to bear in any act of teaching, not in fact, but in thought, the more accurate, the richer the lesson.

Skill in the manipulation of these processes of growth comes by practice only. No one can predicate successful teaching upon any amount of preparatory study. The having taken a four years' course in pedagogy gives no certainty of efficient work before a class, neither does a period of college and university training; but both offer strong assurance. One may have mastered the collegiate courses offered in mathematics or science, and have had years of philosophy and literature and history, and have made himself familiar with current economics and politics, and Greek and French and German and Spanish and Italian, and still be a stupid before a class of children. But so may one have mastered the science of education and methodology, and have studied the principles of school management and school legislation and development of school systems, and be overflowing with the ways of the Greeks and the Romans and Confucius and the Jews and Zoroaster, in the way of education, and be equally impotent before children. Success in teaching can be predicated upon no amount or kind of preparatory study. This only means that if the teacher would claim rightly any real professional knowledge, the demand is growing upon him more and more to ground his professional acquaintance with and knowledge of these so-called professional matters upon a more discriminating insight, and more fertile judgment, and larger acquaintance with men and institutions and social forces, and the changing implications of science and philosophy. This faculty of thinking, and right thinking, may be found, and often has been found, in men and women who have made little or no formal study of the processes of growth either in biology, or psychology, or sociology.

#### Secret of Success.

The schoolmasters of the ancient Hebrews were schoolmasters; so were Socrates and Aristotle and Plato; so was St. Paul and the Man Christ. Excellent teachers may be found all down thru the ages, no one of whom could have defined to the satisfaction of a modern any mental function or process, or technically described any experience; and yet they taught well. There will occur to you in your own observation teachers who are graduates of no normal school, who are not informed as to the laws of mind and learning, who will find examinations for permit to teach frightful bugbears, and yet who succeed. Still, not their ignorance but their wisdom is the ground of their success; not what they do not know, but what they do, is the measure of their efficiency. It has been said, "A man is worth to himself what he can enjoy, but to others what he can do." If, however, what he can do is daily enriched by the larger possession of what he enjoys, the service is more than doubled. To have put into the commonest service of the hour the spirit, the enthusiasm, and interest and confidence and hopefulness which forms a large part of the enjoyment of living, gives to teaching an impelling force, an aggressiveness, the quality of positiveness and directness, and so fruitfulness such as it has in no other way. This is the function of larger learning in its reaction upon daily teaching. It gives intensity to one's influence, and directness to one's example, and accuracy and definiteness to one's questions; it lends precision and clearness; it makes one fair and considerate to the degree that one's own good intentions for himself are infused into his relations with his pupils. Learning is conservative,

but it is also kind and large-hearted and thoughtful. Learning in the teacher's heart acts upon the teacher's mind, and kindly impulse in the one gives sympathetic force in the other. This skill, therefore, is rational only to the degree that the teacher's particular view of the individual child on a given day, in a specific mental act, is enriched by the more general conception of the aggregate life, that of the contemporary social and institutional life of which he is a part, and that of the progressive evolution of the race; that is, these give horizon and perspective to what were otherwise local and particular.

Further, both the skill on the one hand, and the teacher's view of learning on the other, become rational solely as they are supported and directed by right thinking. The juxtaposition of these two notions, professional culture and general culture, suggests to one, whether he be teacher or not, some interesting opposition of thought. The paper thus becomes more or less controversial and is liable to be unfairly interpreted by one side or the other. The emphasis of a purely professional preparation omits just the factor that, by the common school teacher, seems to be most neglected. The emphasis of scholastic attainment takes one out of line with the prevailing tendency.

#### Necessity for Genuine Training.

Incidentally, then, along with the purpose to deal fairly with both aspects of training, there has been more or less conscious, with the writer, an ever-present tendency to exaggerate the importance of right thinking, and a generous mental habit to make certain of its just recognition. Whatever of superlative, then, appears in the paper must be charged to the enforced controversial tone incident to the character of the theme and the evident bias of the profession, not to any one-sided or partial view of it, intentionally giving disproportioned emphasis to either factor.

I think I need not be careful in this presence to prove my faith in professional training. Whatever I have said or shall yet say, of the urgency of better scholastic qualifications, you will, I am sure, do me the courtesy and yourselves the credit to think of me as among the pronounced friends of such preparatory work. The need of pedagogical training and some directed preliminary practice is as well defined and vital, it may be claimed, as that for medical training, or the practice of law or preaching; and the efficiency of such training is quite as marked among teachers as among those of other professions. Nothing can be substituted in the candidate's preparation for this detailed and patient and systematic and philosophical study, and observation of school and educational questions.

My present care is to give what seems to me a much needed emphasis to the thought that the richer the scholarship, the safer to the special training. The soundest pedagogical doctrine is dangerous if employed by the illiterate, and only less so with those who are satisfied with an elementary or other foreshortened education. Some of those who are before me will recall how, at times and in places, the wisest of professional directions from Comenius' dictum of "learning thru doing," down thru Rousseau and Pestalozzi and Froebel, have received only distortion and been wrested from their original intent at the hands of well meaning but crude minds that saw in them only an interesting mechanism or a convenient recipe. Indeed, no device is quite safe except in the hands of those whose learning and resourcefulness and mental balance and intellectual acumen are such as to make the device unnecessary. The larger the mental mastery, the safer the special training.

Larger views in science and philosophy extend the horizon of one's experience in other directions. To have canceled one's provincialism by a prolonged study of history and literature; "to know the best that has been said and thought in the world;" these are the best antidotes to littleness and selfishness and jealousies in class management. The scholar easily drives out the drill-



master. The man-of-the-world is no martinet. Paucity of life and meanness of habit, local and commonplace motives, temporizing and easy satisfaction, are incident to primitive views only, and the most elementary training; and few qualities of mind are more unwholesome in the school-room. Culture is suggestive and rich in interpretation; it discovers opportunity and resource; it has foresight and adaptation; it attracts occasion and learning and confidence and co-operation. It is not needed that any one should emphasize to this body how helpful these all are to the teacher; incalculably helpful to him who knows how to use them.

No amount of professional training as such can take the place of this wide acquaintance with the race's thought; this participation in others' culture and achievement and success; this mastery of science and the humanities. Neither can a study of school questions, however extended and detailed, compensate for ignorance or indifference or mediocrity toward the world's rich life.

Abundant experience, richness of thought, generous scholarship, wide reading and travel, and the integrations of motive and purpose that only result from intelligently directed, continuous study and formal training, may well be beyond the reach of most teachers, even as professional training seems now to be; but their presiding in the teacher's chair, in a moderate degree only, would impart life and significance to much otherwise aimless schooling.

### High School Statistics.\*

By SUPT. J. M. GREENWOOD, Kansas City, Mo.

The methods of collecting and tabulating high school statistics are imperfect, unreliable, unsystematic and contradictory. There is nothing to show the various movements in the schools by masses or classes in specific branches, or in departments of study out of which reliable information can be obtained. A widespread belief exists that many first year pupils quit high school during the first year, because they have to study algebra and Latin. This assumption is too narrow.

Replies received to a high school circular sent to sixty large cities show some very curious facts as to enrollment by classes, ages of pupils, failures in classes, and quitting school.

Statistics from city reports and from state reports—interesting but unsatisfactory reading. Under city reports:—Cleveland, Detroit, St. Louis, Philadelphia, New Bedford, Toledo, and Cambridge. State reports:—Massachusetts, Minnesota, and Missouri.

Some very positive information obtained from the Kansas City high schools, including enrollment by years and by ages, failures in class-standing, quitting school and reasons therefore.

#### Derived Conclusions.

1. That young children who complete the work in the grammar schools and enter high school show the least per cent. of failures in class standing, or withdrawals from school.

2. That the older pupils who enter high school are most likely to fail or quit during the first year.

3. That failures in class standing are greatest in mathematics, second in English, third in the ancient and modern languages, fourth in the natural sciences, and fifth in history. The work of the pupils can be more sharply measured in two of these departments, mathematics and languages, while the others afford a fine opportunity to talk about the subjects rather than to talk into them.

4. That in a seven years' course of study from one-third to one-half more pupils will enter high school than when the course of study below the high school is eight or nine years, and that the pupils are just as well pre-

pared, if the entrance age to the ward-school is not under six years.

5. That if the pupil remains in high school thru the first and second years, the chances are slightly in favor of his completing the course.

6. That a committee should be appointed for the purpose of preparing and submitting to the council at its next meeting, a uniform system of blanks for the use of the high schools of the United States.

### Satisfactions of Being a College President.\*

By PRES. CHARLES F. THWING, of Western Reserve University and Adelbert College, Cleveland.

The first satisfaction which I shall name of being a college president is the opportunity of living with youth. Youth has at least three characteristics; it is vital, it is hopeful, it is picturesque. Even if the picturesque side of youth should show itself in forms either ridiculous or admirable, it is always interesting.

Second, the opportunity of living with scholars and gentlemen. The human environment is of larger significance and gives larger joy than any environment of nature.

Third, the opportunity of meeting the best people on their best side. The people who send their sons and daughters to college are, on the whole, the best people in the country. They never show their best side,—and their best side is the good one,—better than when they are talking with a college president about the education of their children. The college president is also called upon to associate with teachers of all grades and from many parts of the country, and the teachers of the United States are among the best people.

A fourth satisfaction is found in doing a work that unites the executive and the scholastic, the practical and the theoretical elements. Executive work tends to impoverish reflective and scholarly ability. Scholastic work tends to remove one from humanity. The union of the two types tends to keep one in touch with the great human work of a very human world and also tends to give intellectual enrichment. If the college president is a mere executive, he becomes intellectually thin. If the college president is a mere scholastic, he becomes musty and dry. The college president who is, as are most college presidents, at once an executive and a scholar, is doing the most delightful work that can be done.

Another satisfaction of being a college president consists in the opportunity of transmuting wealth into character. Wealth does not constitute a college, but no college can be constituted without wealth. Wealth is the embodiment of the power necessary for making a college. The college president is to be an avenue thru which wealth flows into the constitution and organization of the college. Wealth may be transmuted into truth, into righteousness, into beauty, into joy, into human character. In this process of the transmutation of the lower value into the higher, the college president bears a necessary part.

Sixth, an element in the satisfaction lies in the opportunity of associating one's life and work with a lasting institution, the American college. Individuals die and are forgotten. Institutions live. The college president who puts his life into a college is sure of an earthly immortality. Colleges are seldom named after their presidents, but presidents always live in their colleges, and not a few colleges cannot live the worthiest life without worthy presidents. Not to mention the living, one can say that Woolsey's twenty-five years at Yale are to live for centuries in the university at New Haven, and also that McCosh's life at Princeton is to live so long as Princeton lives.

\*Abstract of paper before National Council of Education.

\*Abstract of address before the Department of Higher Education N. E. A.

Seventh, the last satisfaction of being a college president lies in doing somewhat for the nation and for the world thru giving inspiration, training, and equipment to American youth. The value of the American college to the American youth lies in some six elements: the discipline of the regular studies, the inspiration of friendships, the enrichment of general reading, the culture from association with scholars, private reading and literary societies. The most important of these elements is the inspiration which is derived from association with men of culture, and the college president ought to be the chief of all these personal influences touching the character of the students. He lives in the lives of his students so long as they live, and he lives also in the lives of other men so long as the lives of his students touch the lives of other men.

These seven opportunities represent the mighty satisfactions which the college president enjoys. They help to constitute his work as one of the most interesting and happiest works which it is given to any man to do.

### The State University.\*

By JOSEPH SWAIN, President of Indiana University.

The state university, like all other parts of our public school system, created, supported, and controlled by the state; must commend itself to the whole people; otherwise its right to existence will be questioned. Recognizing, as this association does, that the state university is as necessary a part of the public school system as the high school or the lower grades, the grounds for its existence, its aim and field, cannot too frequently be stated.

The policy of state support of higher education has been the accepted policy for centuries in Europe; it has had an independent growth in America, was accepted as a colonial policy, adopted by Congress, and has become the national policy of the United States.

"That unworthy theory of the state," says President Angell, "which makes it a mere policeman to protect life and property, has rarely appealed to men as strongly as the Aristotelian conception, which commands the state to seek every high and noble end that it can secure better than the private citizen." This obligation rests upon the acknowledged necessity in a republic for diffusion of intelligence and nurture of character. These are essential not only to the prosperity but even to the existence of a free state.

The ultimate control of, and the responsibility for, education must rest with the state. In a democracy there can be no other power to which it can be delegated.

It is the function of the state to provide educational opportunities limited only by the ability of its citizens to embrace these opportunities.

Has the skilled physician most benefited himself or the community? Has the teacher most benefited himself or his pupils? Graduates of universities could not, if they would, appropriate to themselves the fruits of their university training. The university is sometimes opposed on the ground that it is unjust to tax men of modest means to support higher instruction, as none but the wealthy can go to college. Statistics do not support such a view, as more than half the students in many of our state institutions are sons and daughters of farmers and mechanics. The state institution furnishes a common meeting ground where the young men and young women of the state are free from any influence except those accepted by the state itself. It becomes a forum where the rising young men and women of the whole state may know one another and value one another rightly. Can we not depend upon wealthy men wholly to furnish higher education? This would be un-American. Wealthy men might grade our roads, build our court-houses, conduct our courts, do anything for the public good, if the state should neglect these matters, or

turn them over to private hands, but this would not release the people from their duty in the matter. The people have safety only in independence. The state can secure unsectarian instruction, unpartisan institutions only by providing these itself. This does not in the least disparage the existence of private and denominational institutions, but indicates that these alone are not sufficient.

The state university exists for the state and must therefore be democratic. The young man from the farm, from behind the counter, stands side by side with the son of the minister, the doctor, and the lawyer. In a people's university there can be no aristocracy of trade, profession or wealth.

A state university is indeed a public trust, and sooner or later the people of most of our states will see to it that the state university is "built higher and broader and deeper" than any ideal which we may now contemplate. In contributing to its maintenance and growth, we not only make better every high school in the state, and therefore the common schools, but every step of the university in advance compels like steps in other colleges and private schools of the state.

While it must sacredly "preserve all the treasures of the past, and must not neglect the spirit and refinement of the old-time scholars," it must most of all recognize the demands of the living present, and extend the boundaries of human knowledge by countless pathways into the infinite creations and thoughts of God, in whom these pathways meet.

The university exists for the good of the student, and, therefore, every sort of personal helpfulness is part of the university's duty. A student should not be forced to do what is not best for him, either for entrance, continuance, or graduation. He is taking his own course, not one prearranged for some one else. With this view of the duty of the university the teacher must know the student. He must live with him. He must occasionally have him at his home, be with him in his leisure hours.

The great problems of our day, scientific, historical, political, and industrial, can best be settled by those who have special training for their work. We are living in an age when there is a demand for re-examination of all things. We are not satisfied simply because a belief or custom had the sanction of our fathers. We are not willing to say that anything is true or that any method is the best method until all the facts available are examined by those who know how to estimate the value of data. The modern university is an institution where all subjects are considered of equal value and the great ambition of the teacher of each subject is first to gain a complete mastery of his subject, and then to assist his student to such mastery; and in the second place to contribute something to the sum total of human knowledge in his own line of work. The university does not do its duty to the state if it does not in some degree at least widen the field of human knowledge. It is chiefly thru the discoveries and contributions of original workers that those facts and principles are discoveries thru which the state seeks a more advanced stage of civilization and culture.

It would be easy enough to make a catalog of the things higher educational institutions do for the state, and show by an appeal to history that even from a pecuniary point of view higher institutions of learning have been worth much more than they have cost; but the best thing that they have done is in the direction of intellectual freedom. Every dollar expended properly in a university is so much toward freeing the human mind from the bondage of prejudice, ignorance, and superstition. To free the American slave from the shackles of human slavery was a holy office, but to provide the young men and women of our country with the means and opportunities of freeing themselves from all the shackles that bind them to the lower allurements of life, is not only a holy office, but the most sacred obligation of the state.

\* Abstract of paper before the N. E. A. General Session.



## The Training of Negro Teachers.\*

By PRIN. H. B. FRISSELL, of the Hampton Normal and Agricultural Institute.

The question might naturally be asked, Why should negro teachers be trained differently in any respect from white teachers? There have been those who have agreed that there ought to be no difference, that because the negro has a mind and a soul the same as the white man, that is sufficient reason for giving him exactly the same training as would be given any other teacher. This was the thought of many of the Northern educators who first came into the South to teach the blacks. The college-bred man with his classical education was too apt to be their ideal.

As we come to study different races we realize that each has its own peculiarities. The German is said to be phlegmatic, the Frenchman volatile, the Englishman persistent, and the Chinaman non-progressive. If we expect that a cut-and-dried course of treatment applied to these differing personalities will develop the same sort of character and produce the best possible results, we shall be disappointed. While we realize that there are certain qualities that are common to all members of the human race, yet it is absurd to try to make an Anglo-Saxon out of a Latin. The black, and white, and yellow races have certain characteristics which we are bound to respect if we would do our best work with them.

What, then, are the characteristics of the negro that require us to adapt our training to his needs? Shut off from lines of commerce in the dark continent the Africans did not develop along the same lines as did their European brothers. Subjected to the enervating influences of a tropical climate, there was but little growth of will power or of the work habit. Brought to this country as slaves and kept in slavery for two hundred and fifty years, they were instructed in many of the industries of the whites and gained much from the contact with them, they yet had but little opportunity to learn the meaning of responsibility, of home life, or of the duties that belong to citizenship. They have not yet come to a point where they can compete with the white race in commerce or political life. Eighty per cent. of them live in the country and ought for many years to remain there. Removal to the city means for them increase of crime and disease, for they are shut out from most of the occupations that are open to other races and are forced to live crowded together in the worst parts of the city where rents are cheapest.

While opportunity should be given to those of exceptional ability to engage in other pursuits, the training of the masses of the blacks should be such as to fit them for the care of the soil. The public school system to which the Southern states have devoted over one hundred million dollars, has been by no means a failure, and no man can tell what would have been the result had millions of slaves been given the freedom without it, it has nevertheless failed to introduce into its curriculum anything which bears directly upon the improvement of the home and the soil. While the countries of Europe have been training their peasantry in agriculture and home industries so that countries like Norway and Sweden have been transformed within the last thirty years, the rural schools of the South, as indeed of our whole country, have been entirely given up to the literary side of education. The results have been disastrous. Both boys and girls have left school feeling that it was degrading to work with their hands, and yet unable to find work of a different sort. The word education has become associated in their minds with an entirely different life from that which they have been living. Any training which makes a man dissatisfied with the occupations which are open to him is of doubtful good. Many Southern men seeing these results have concluded that all education of the blacks is a failure. The mistake

was not in giving him education, but in giving him the wrong sort of education. Where teachers have been sent out from agricultural and industrial schools, not only has the migration to the cities been stopped, but crime has decreased and citizenship has improved.

There are certain matters that must be given special emphasis in the training of colored teachers.

### Race Prejudice Must Cease.

So far as possible race prejudice is to be conquered. That this has been done in many cases has been proven by numerous examples. When colored teachers have gone into Southern communities and have sought the co-operation of Southern whites they have almost invariably secured it. In one place where a teacher was anxious to help his people buy land, a Southern man not only sold him land at reasonable rates, but worked with him most patiently to get the negroes settled, and helped them to buy more land, giving up nearly his whole time to training them in habits of thrift and industry. A prominent Southern banker has acted as treasurer of a negro school and issues appeals for its assistance from his counting house. A prominent Southern lawyer is treasurer of another negro school and helps the colored man at the head of the institution, who has received industrial training, to get contracts for work. In each of these cases the teachers had been trained to expect the best things from the white people, and race prejudice died a natural death. It is in the normal schools that the germs of race prejudice should be destroyed.

### Development of Work Habit and Responsibility.

A very important need of the colored race is the creation of the work habit. Manual and industrial training, therefore, should have an important place in the curriculum of a normal course for colored teachers. The students should be made to feel that the workshop, the farm, and the kitchen are as important as the class-room. Instead of making the industries stepping-stones to the school's academic department, they should be placed at the top and before a boy or girl is allowed to begin a trade, a certain amount of academic training should be required. It is especially necessary that the relation between "education and vocation" be established in the case of the negro.

Another need of the colored race which its teachers ought to help to meet is a sense of responsibility. The more a school can be made co-operative, therefore, the better. The more the student can be made to feel a sense of responsibility for the good conduct of the institution, the better; and the more he is made to work for his own support and to help others, the better. Self-government and self-support ought to be prominent features in every colored normal school. Nothing should be given that the student can earn.

### A School for Civilization.

A colored normal school ought really to be a school for civilization. The teacher ought to be trained in matters which have to do with the improvement and beautifying of the home. Domestic science ought to enter into every curriculum. Cooking and sewing should be taught to every girl in the public schools of the South. In some of our normal schools the students have made careful investigation of the homes of the colored people in their vicinity. They have studied their food supply, their method of caring for their children, and their domestic arrangements, endeavoring to bring about needed reforms. In connection with this work in domestic science, they are able to make sociological studies of the communities in which they live. They are taught to study the church life, the schools, the industries, the local government; they are sent out to care for those of their own race in the jails and poorhouses; they teach in the Sunday schools; they read the Bible and sing to the poor and aged; and they mend the cabins of the destitute. In this way they not only gain a knowledge of their neighborhood, but they come to have a real interest in helping those around them.

\*Abstract of address before the Department of Normal Schools, N. E. A.

Teachers who confine their work to the school-room and are interested mostly in their salaries are of little value to the negro race. A normal school that fails to create a generous enthusiasm for helping in every possible way the communities into which its students go, does not live up to its prime obligations.

#### Co-Education.

In order that young people may learn the proper relations of the sexes, co-education is important. It is not enough to talk to students of either sex as to what their relations should be to the other. They must be taught by actual experience to respect one another, and right relations must be established. To take a young man, who has been guilty of ungentlemanly conduct away from a table in a school dining-room where he has had the privilege of meeting young women and place him at a table where there are only men, means more than a year's lectures on morals and manners.

#### Contact With Real Life.

Normal training for an undeveloped race like the blacks of our own land must be more than unusually comprehensive, and will be successful only so far as it brings them in contact with real life. The negro race needs leaders—earnest, practical men and women who shall devote their lives to the material, intellectual, and spiritual uplift of their people. These leaders our normal schools ought to develop. For men and women of this sort there never was a more important field of usefulness. Their work will receive recognition from both the white and black people of our land.



### What Manner of Child Shall This Be?\*

By G. R. GLENN, State Superintendent of Public Instruction, Georgia.

The child that is born to-day is born amid miracles as astounding as those that accompanied the birth of a Child two thousand years ago. The world is in an attitude of excitement and expectancy. The marvelous is taking place every hour. The great conquests of mind over matter that have made this the most wonderful of all ages can be traced directly to the light that came into this world two thousand years ago, when a little Child was born in a manger in Bethlehem. The intelligence of a Christian civilization has forged the power that builds and propels the palace steamship that crosses the sea; that has laid the cables on every ocean bed; that drives a vestibule train from the Atlantic to the Pacific; that has founded every asylum for the poor and the lame and the halt, every sanitarium for the feeble-minded, that has directed the spire of every church and laid the foundation of every school-house. It is this same power that has lifted the hand of man into the air above him and brought the lightning from the clouds to do His will. Is it any wonder that men gather to-day about the presence of a child that is born, amid the miracles of splendid and matchless conquests of the Christian mind over these material things, and ask, "What manner of child shall this be?"

If the central figure of the first century was the Great Teacher with his hand placed in benediction upon the head of a child, the central figure of the twentieth century will continue to be a great teacher, holding the hand of a child and leading him to the fruits of his inheritance.

If I were asked what it is to be accounted the great discovery of this century, I would pass by all the splendid achievements that men have wrought in wood and stone, and iron and brass. Above and beyond all these the index finger of the world's progress, in the march of time, would point unerringly to the child as the one great discovery of the century now speeding to its close.

At the beginning of this century, learning belonged to a limited oligarchy. Education was the privilege of the

few, and ignorance the sodden heritage of the benighted masses. With the beginning of the twentieth century the public school is going into every hamlet among the civilized races of the globe, and its beneficent light is illuminating the dark recesses of the humblest home. Education is to-day the divine right of an all-powerful democratic majority. If at the beginning of the century we had alienation and separation, a great impassable gulf between the rich and the poor, to-day we have union, strength and life, and millions of happy children of rich and poor alike marching under a banner on which is inscribed "freedom of opportunity for all." What this freedom of opportunity means to every American child, no man can estimate. What the American child of the future is to be no man can now prophesy. The wide distribution of human knowledge has brought him in touch with all mankind. He is neighbor to every possible achievement and his splendid environment makes him a potential factor for accomplishing every human good. Already we Americans have discovered that the old system of education will not fit his case. We have quit trying to fit the boy to a system. We are now trying to adjust a system to the boy.

Even teaching power in the future must be defined in new terms. More than ever before in the history of this world the real test of teaching power will be measured not by what can be done with the best, but by what can be done with the worst boy in the school. The Great Teacher who began our civilization came into this world to seek out and save that which was lost.

The great rejoicings in American life will be when we have so mastered our problems of child study and so perfected our lines of school growth that our American systems of education will touch and develop and control every American boy. We shall come to our place of rejoicing when we have saved every one of these American children and made every one of them a contributor to the wealth, to the intelligence, and to the power of this great democratic government of ours.

If the world demands of machine shops more powerful machines, and machines that will economize time and labor, we may be sure the world is going to demand of those who build the boys and girls of this country that they shall build them to become men and women who may have twice, and thrice, and quadruple the power that men and women ever had before.

One other thought in this connection. Those who build these magnificent machines make no mistakes. Every piece of steel is tested, and every piece of brass is weighed and sounded, and every bolt has its place and every bar its peculiar function. No machine shop in this country could live a year that employed anybody but experts to fashion and shape every part of the machine. An expert is one who knows, and he must know that he knows. The twentieth century will demand of those who train the children not only that they know, but they must know that they know.

A few hundred miles from the spot where this meeting is held, millions of little beings are constructing a reef on a Florida coast. The very billows, while they lash and rage in their fury, bring the food supply to the tiny being that builds the coral reef, and each little builder gathers himself into the stony structure and welds his being into all that is below him and dies. No one of these countless beings, however many times its life may touch the life of other beings, interferes with his fellow. He feeds upon his environment, grows to his full estate, is gathered unto his fathers and becomes a part of a permanent beautiful wall that barricades the coasts from the storms of the equatorial belt.

We are building here the foundations of a national barrier against which the storm and the billow of the ages to come are to bring their food supplies and spend their fury. We need the life of every American being to go into this structure. What responsibilities the new century will bring us no man can tell, but the American school system will not reach the climax of its power until

\*Abstract of paper at the N. E. A. General Session.



its beneficent light has gone into every American home and until the expert American teacher who knows that he knows has led every one of our children out and up from the ooze and slime of every submerged district and placed its feet in a large room where every boy can grow to the full measure of a man.

## Problem of Instruction in the Grades.\*

By MRS. ALICE W. COOLEY.

The problem of instruction is fourfold: the evolution of child, the curriculum, the method, and the personality of the teacher. Topics innumerable come under the cover of this subject; the one *unifying* thought must be found.

The attempt here is to state, not to solve, the problem; to state it from the point of view of the elementary school, in highest, therefore simplest terms; to so present conditions and desired results that the statement of the latter shall illuminate both. Philosophy, insight, and sympathy with child-life, combined, reveal the unifying thought: *Life Demands Life*. This is the simple statement that illuminates both means and end. The teacher's present concern is with life that *now is*. The great need is *vitalization* of curriculum and methods.

### Life-Test.

The life-test of subject, method, and teacher, may be found in the questions: Do you awaken desires, aspirations, love for the worthy and high? Do you promote sympathetic, fruitful relations with life in nature and man? Do you arouse the *fundamental* interest that holds to concentrated attention, determined will, and continued effort? Do you open new avenues of expression and capability, and give joy in mastery of forcible and beautiful forms? Do you open eye, ear, and heart to beauty? Do you vivify imagination? Do you generate increased *power* to do *effective* work, and find *joy* in it?

Instruction in the grades must meet all these demands. It must give "right of way" to what meets most of them and must exclude what meets none. The means to this end are: (1) contact with life-sources; (2) expression by hand, voice, or body.

### (1) Life-Sources.

Contact with life (nature and man) establishes the place of nature-study, history, geography, and literature, and governs methods of teaching them.

Nature-contact is a vital element of child-life. The story of human life (history) in its elementary phases as revealed is child-life, in primitive life, and in biography, makes direct appeal to imagination and heart, as does study of mutual relations (geography). Literature represents the interpretative portrayal of life, which the child craves as his birthright.

Reading, as a school-room exercise, should mean oral reading of literature, and should imply both life and expression. Learning to read should be postponed to a later period than the first school months. The life-test prohibits de-vitalized word-methods.

### (2) Self-Expression.

The child seeks the avenues of self-expression, not merely as life outlets, but as means of self-development. Those that are sought demand a place for physical training, oral language, painting, drawing, modeling, making music, and (later) written language. In the school-room, painting, drawing, and music have already vitalized instruction. Very soon an eight-year course in industrial training must be inaugurated that shall touch life and give it effectiveness.

### Unification.

Life-growth demands all these subjects and exercises. Community-life demands arithmetic.

To meet demands *deepen* life and *concentrate* energies. The chosen thought-subject must strike the keynote,

\*Abstract of paper before the N. E. A., General Session.

each exercise in expression and form-study revealing a new phase of it. Arithmetic, only, is excepted from *vital* unification.

Knowledge, observation-training, and form-study are essential means to end. Fact-knowledge is examinable; life-growth knows no "per cents."

Approach to mastery of forms of every art is thru quickened thought and feeling. Proportion of form study increases with the development of the child. Scientific study of technique and structure belongs to later stages of art and life-hood.

The life-test revolutionizes certain customs and traditions; demands changed conditions; prevents crystallization.

With it all and thru all must radiate the life of the teacher.

## Nature Study in the Grades.\*

By D. LANGE, Supervisor of Nature Study, St. Paul, Minn.

The speaker discussed at some length the matter and method of his subject. He said: "Begin at home with such objects and phenomena as attracted the attention of the child before he went to school. Study a few of the beautiful wild and cultivated flowers, a few common trees and shrubs, injurious insects and weeds, important agricultural plants, and show how much civilization owes to our dumb helpmates the domestic animals." The necessity of out-of-door lessons was strongly emphasized. "The child does not know trees, if he has only studied them from leaves and twigs brought into the school-room. He must see them grow, where one tree struggles with the other for light and air. Without the necessary material and without field lessons, children's education becomes bookish. Use good books to guide and inspire you, but always look with your own eyes."

In discussing the aims and objects of nature study he said in part: "Long before the boy is interested in the complex relations of social and political institutions, he is interested in the life of birds, bees, and flowers; in the relations between boys, fish, and angle worms. If we grown people do not devote most of our time to things we care nothing for, why should not a boy be allowed to devote at least a little of his time to things he really wants to know. We were all born citizens in the great realm of nature, but how few learn to know their great home. Most of us become too one-sided. All were born men, but few die as men. The one dies a grocer, the other a lawyer, the one a money-maker, the other a money spender; a few die as office holders, and many die as school teachers."

In speaking of the aesthetic aspect of this subject Mr. Lange expressed the opinion that children are far more enraptured by a knoll covered with wild flowers exhibited on nature's own background, than they are by any painting or work of art. "Children more easily appreciate the beautiful in nature and in men than in works of art, which are all to a certain extent imitations of nature and symbolizations. The child does not enjoy pictures without color or a suggestion of vigorous action. Only a mature mind can appreciate most paintings. Moreover works of art are too expensive, while wild and garden flowers, and a bird concert in the woods cost little or nothing."

The speaker heartily commended the works of the Audubon society, the League of American Sportsmen, and other associations that work for the protection of birds, game, fish, and forest.

"In every worthy movement the teacher should be active—he should not wait to be moved. Take your place in the ranks, where the battle is fought, don't ride on the baggage wagon! must be every school teacher's motto. Besides the dollar value of birds, game, fish, and forest, these gifts of God so lavishly bestowed upon our country have a higher value not measured by the gold or silver standard. Hunting and fishing are the medicines that

\*Abstract of paper before Department of Elementary Education.

thousands of men and boys like to take for their health. If you object to gun and rifle, hunt with the camera. While there is no wrong in using the feathers of game birds killed in season, or of domestic birds for decorative purposes, the woman who wears song-bird corpses on her hat foregoes a high pleasure to indulge in a lower. Innocent and useful birds have been killed by the thousand during their nesting season, when as many nests of helpless young were starved. As long as women continue to be cruel thru ignorance or thoughtlessness, male brutes enough will come forth to kill any bird at any time for money." The speaker had seen one woman with three dead birds on her hat. Whether she carried them about with her from a morbid love of corpses or from a morbid desire to improve on the work of her Creator he had not the courage to ask of the woman under the dead birds.

"The children should know something of the beautiful, the grand, and the sublime in nature, that which inspired our American poets and writers. Can you imagine Dickens writing *Evangeline* or *Hiawatha*? After pointing out how the boys can best be taught to be kind to birds and animals by becoming acquainted with them, and the material benefit arising from a knowledge of nature and nature's laws, the speaker concluded with the purely scientific and moral aspect of his subject. "What is the truth? has been asked by the humblest slaves and by the kings of intellect ever since God gave to man the light of reason. On this side of the great unknown the whole truth will never be revealed, but where in bygone ages slaves and savages quaked in fear and superstition, great nations now strive hopefully onward and upward. What is the use of science? Like a blessing goddess she has begun to emancipate humanity from barbarism, from the slavery of toil, from fear and superstition. To search for the truth without prejudice, to accept it with sincerity, to act upon it with the force of conviction, that is the great moral lesson science is teaching mankind."

### Relation of Kindergarten to Primary School.\*

By EMMA A. NEWMAN, Buffalo, N. Y.

Education, in common with all other departments of life and thought, is passing thru a period of restlessness and transition. Slowly the deductions of ages are being harmonized and applied to present day conditions.

The principles underlying the kindergarten system are now recognized as sound psychologically and true to child nature. Its exponents are less inclined to contend over details of method, more ready to look for results in the children's lives, know better what these results should be. Briefly stated kindergarten training should give the child a certain measure of self-control, enlarged and more definite mental content, increased power of concentration of mind, and of self-direction, greater facility of expression in language and concrete hand work.

Public education in this country should fit for citizenship. But despite the strenuous efforts made dissatisfaction with present results seems to be increasing. Boys and girls who have passed thru our public schools lack in general intelligence and ability to successfully meet life's practical difficulties, especially in the large cities.

The country child still enjoys some advantages now denied city children. Life is less complex, he is brought into closer touch with nature's elemental forces and products, thus comprehends more of the meaning and relation of life; from his share in the family work he gains in experience, forethought, originality, self-direction. City children are in large measure losing this training in self-direction, perseverance, originally, thru a too early encounter with competition in labor, thru curtailment of free play, thru too great ease in securing ready-made implements for carrying out their plans, thru the reception, from earliest childhood, of complicated, finished toys.

\*Abstract of paper read before the Kindergarten Department, N. E. A.

Tho the mental and moral equipment of children at the time of entrance into the primary school differs so greatly from that of past generations, the matter taught in the first three years remains practically the same, "the three R's;" but the method of presentation has changed so as to render the process of mastery less tedious to the child. Still the appeal is to the same powers of child mind and body day in, day out, month after month, and tends to beget mechanical habits of thought and life, thus deadening originality, self-direction.

Mere ability to decipher a printed page is not what is wanted but a power of mind capable of grasping and using purposefully matter gained from the printed page, from environment, from experience.

A change in primary work based upon principles deduced from the kindergarten, manual training, child study, are necessary if education is to preserve individuality, cultivate the power of self-direction, forethought, the ability to master practical difficulties, and inculcate respect and love for labor.

### A Mother's Advice to Kindergartners.

By MRS. CLARENCE E. MELENEY, New York.

Every woman, in some way, is destined to come in contact with child life, and she should prepare herself to meet the requirements thus involved, whether she assume the duties of mother, teacher or worker in any other of these social activities which demand a knowledge of childhood.

The kindergartner should make her work her constant study. Her experiences from day to day should be gathered up and organized so that she may see how they illustrate or prove well-established educational laws. She should make comparison of her work with others seek friendly advice; take kindly criticism from those in authority. She must prove the value of her work in the general plan of education; she must show that in this period of transition from the home to the school, she can lead the child in wholesome, well-organized work and play. The kindergartner's attitude toward her profession should be one in which she holds herself open-minded, teachable, ever-progressing by the light which is revealed to her thru the study of children.

The relation between kindergartner and child should in a measure resemble the relation between mother and child, there should be a strong bond of sympathy between them.

The kindergartner should carefully guard her study of the children that she may not become too analytical. The child should be taken as a whole, appreciated, loved, helped in his struggle to understand his own life and the life about him. In a tender, noble, womanly way the kindergartner should deal with each child under her care, guiding them thru the experiences which they meet from day to day. The work with the little children should be very simple; gradually they may be led to a larger circle of thought and experience, but the wise kindergartner will ever guard against bringing thoughts to the young children which are too remote from their daily life. Stories and games relating to the age of chivalry should be left to a later period in the child's growth. History stories should be left to the school so that the teacher may present them with some degree of freshness and in relation to other events. Stories from good literature should be left until they can be presented in the beautiful language which has made them classic. While we should choose the best for the little one, we should only give what is adapted to their needs.

Finally, the kindergartner should seek the cordial co-operation of the parents, in order that the life of the child may progress in a harmonious way. Home and school life should be one in spirit. Teacher and parents should work together; they will then be mutually helpful in securing the best development for their children.

\*Abstract of paper read before the Kindergarten Department, N. E. A.



## The School Plus the Library.\*

By Supt. H. L. Elmendorf, of the Buffalo Public Library.

When the Buffalo library was made free in 1897, under contract with the city for its liberal support, plans for co-operation with the public schools were at once considered. The sanction of State Supt. Skinner and Supt. Emerson, was considered the first essential and was readily secured.

As the plan adopted was both radical and expensive, it was determined by the directors of the public library to make the experiment with ten schools, to be selected by the city superintendent and the librarian, from those whose principals agreed to the scheme. The plan presented to the principals was, briefly, as follows: each school selected should deliver to the public library all its school library except distinctly reference books; these books should be examined and graded and those considered suitable returned to the different class-rooms, enough books being added by the public library to equal the number of pupils in each class-room.

Of the books collected from the schools only about twenty per cent. were thought fit to be returned and more than five thousand volumes were added by the public library. The very simplest system of charging was devised to be kept by the teacher, the statistics from which were collected by public library assistants.

The experiment was successful from the start. It pleased principals, teachers, and children alike, and, while the success varied with the interest and ability of the teachers, none wished to return to the old way.

Twelve schools have since been added making twenty-two in all, with 359 class-room libraries. The number of volumes sent out in September, 1899, was 15,248, additions and changes since 5,005, making a total of 20,253. The circulation for home use from Sept. 1, 1899 to June 1, 1900 was 169,193.

Thus far less than half the schools of the city have been reached. The growth of the work has been as rapid as the supply of money and of trained workers would permit. The ideal is the closest federation of the two institutions, that federation to work toward the development of each individual child along the line of his own strongest inclination and greatest ability.

\*Abstract of paper before the Library Department, N. E. A.

## The Free Traveling Library.\*

As an Aid to Education.

By Mrs. Eugene Heard, Middleton, Ga.

The world has advanced to the point where the value and even the necessity of books is generally recognized. The advantages of "free libraries" is appreciated mainly by those who could not otherwise have access to them. The value of a free traveling library is greater because it represents the product of the number of libraries multiplied by the number of the places served. To illustrate: The Seaboard Air Line Free Traveling Library consists of 2,000 volumes. These are subdivided into 30 cabinets or smaller libraries. In this subdivision variety and harmonious classification are duly observed. Under this system 30 communities are served at the same time. These cabinets, if allowed to remain three months in each place, would serve in the course of 7½ years 30 communities with every volume of the 2,000 for three months. That the usefulness of the traveling library is increased thirty-fold is proven by the logic of figures.

But for a work of this character to be effective and to accomplish its greatest usefulness it is necessary to attach it to some active, working organization the very nature of which will give vitality and constancy to the library. Those enterprises that have their inspiration in patriotism and whose only working capital is enthusiasm are liable to periods of desuetude as well as times of ac-

tivity. Those enterprises founded on business principles for the purpose of profit gather additional strength as they progress. Therefore, when nearly three years ago the S. A. L. Ry. Co., opened the way for a coalition of our plans and purposes, the ideal combination was reached and the pathway to successful work became clear.

But I would be untrue to myself and my people's best interest were I not to say that there exists thruout the Southern states in greater or less degree according to locality and previous advantages, conditions of direful and calamitous lack of necessary knowledge. To reach the public heart effectively and without offense is the art of arts. These people need and desire that knowledge that will enable them to work intelligently and successfully. There is but one way to reach this class. It is thru the free library and thru their children. No other method can be so effective. There can be no doubt that this work is a necessity.

### Is the Free Traveling Library Practical?

The best answer to this question is found in the opinions of those who have received its benefits. From the towns along the S. A. L. Ry., where these libraries have been placed come scores of letters expressing the people's appreciation. The libraries are but the forerunners of other enterprises. Wherever the libraries have been placed village improvement societies, reading circles, mothers' clubs, rest halls, and other associations for the betterment of the people's condition have been established and successfully operated.

We are now developing a plan which will undoubtedly increase the usefulness of the work. It is the purpose of the management to place these libraries in the district schools along the lines of the S. A. L. Ry. This will give the teachers and pupils every-day access to all the books. The teachers will be made the librarians. These are generally well educated young men and young women who will enter into the plan with pleasure and enthusiasm. Thru the pupils these books will be carried into the homes of the people and thus reach the class that most needs the library. Therefore with the R. R. as a partner representing live, active and vigilant work, with the public schools as co-partner furnishing the medium of easy and safe distribution the benefits desired cannot fail. There is nothing visionary or intangible in these plans to operate the free traveling library. It is a plain, business-like manner of politely and delicately conferring a benefit that requires simply common sense in its management.

### Is it Worth the Effort?

I can but declare my faith in the future results and give persevering work to the cause. The necessity exists for a broader and more general culture among the masses of the people. It is needed to meet conditions as well as competition. It is needed to intelligently solve ever recurring social and moral financial and political problems. There was a time when men of comparatively limited opportunities achieved success and won the prizes of life. That time has passed. He who would keep abreast of the dawning century needs a trained head, skilful hands and a courageous heart. To uplift, to brighten the homes of our people is the law of our nation, is the opportunity of philanthropy and the statesmanship of Christianity.

The primary purpose for the free traveling library undertaking is to elevate the people of the isolated rural districts and to enlarge their opportunities for usefulness and happiness. The rights of these people can no more be disregarded than their necessities can be overlooked. They have fought from the ranks in the times of battle. They have paid with their toil the exactions of government in times of peace. They have furnished the new blood and brawn and brain that drives the machinery of national progress. In the sweet breath of the country is found the oxygen of mental and moral activity. Build strong and guard safely the homes of the common people and in the pure atmosphere of their patriotism and virtue, communism and anarchy shall gasp and die and the Republic shall live proudly on.

\*Abstract of paper before the Library Department, N. E. A.

## Advanced Science and Nature Study.\*

HOW CAN THEIR RELATION BE RENDERED MORE MUTUALLY HELPFUL?

By CHARLES B. WILSON, Westfield, Mass.

As a rule the college professor of science prefers that his students should receive no training at all rather than the one which they get from the customary nature work in the graded schools. For, as taught at present, such work introduces unscientific methods and inaccurate data into the child's mind at a time when it is most plastic and most likely to retain them. On the other hand the average teacher of nature work regards the advanced science of the college or university as very unattractive, as beyond her comprehension, and of no immediate benefit in her teaching.

The first two of these objections are unfortunately often true, the last one never can be. The causes of such an unhappy relation are not far to seek. There is first that common cause of so much that is wrong in the world, innate selfishness, which, in science teaching, manifests itself in considering one's own pet subject as the center of the educational system, around which everything else revolves. This is the error hardest to eradicate because it has the deepest hold on human nature. Another cause lies in the fact that we are prone to regard graded schools and the high school as a fitting course for college, and we pay more attention to the quantity of work done than to the quality. The college can never be an end of common school education, but is itself only another and higher means toward the one common end of all instruction, human life and human character. A third mistake is the supposition that science cannot be taught in graded schools because the pupils are not mature enough to think. As tho the power of thinking came only with maturity like the right of franchise.

Children's concepts are always remarkably clear and straightforward. They have not acquired the art of shamming, evading the truth, or dodging the issue, which stand us older people in such good stead. And if anyone has the chance to think God's thoughts after him, the child surely has an equal chance with the philosopher and the scientist.

A final cause is found in the immature condition of nature work. Elsewhere we recognize that the younger the pupil the greater the skill and knowledge required on the part of the teacher, but in science teaching, no matter how meager and inaccurate the teacher's knowledge, she is yet considered capable of conducting the nature work of her grade. And the advanced scientist is so wrapped up in his specialty that he can spare no time to the common schools. Hence all outlines and helps are left to authors of inferior knowledge, whose ability cannot fully atone for their inaccuracy.

\*Abstract of President's address before Department of Science Instruction, N. E. A.

## A Study in Musical Interpretation.\*

By SUPT. H. E. KRATZ, Sioux City, Iowa.

The chief purpose of this paper is to present a simple investigation made in one of our high school classes in English, in regard to the sensations or emotions aroused by music, and to point out its advantages as an exercise in English.

It was also hoped that such an investigation would tend to lead the students into a deeper appreciation of that which was best in music, to cultivate in them a love for the beautiful, to enrich their emotional life, to develop the habit of introspection, and thus reveal to themselves their inner life, and in consequence help to mold and shape right character.

The students were instructed to listen to the playing of three selections on the piano, the titles of which were not

\*Abstract of address before Child Study Department, N. E. A.

given them, make notes of each selection as to what they would regard an appropriate title, its general character, what it suggested, and what feelings or emotions it aroused. Later they were to write out, as an English exercise, their impressions.

The selections played were "The Alpine Storm," by Kunkel. "Cradle Song," by Heller, and "The Harlequin," by Chaminade. These, as the titles indicate, are widely different in character, and present striking contrasts. The mad pranks of "The Harlequin" were most clearly set forth, as sixty out of the seventy-one correctly interpreted it. "The Cradle Song" was most difficult to interpret, because the ideas the author intended to convey were not so well marked. To meditate, to muse, to be soothed, to hear a lullaby is to open the heart to many varying emotions.

The papers disclosed generally that the girls possessed maturer views on musical matters, understood their inner selves better, discriminated more closely in their attempts to portray their feelings than the boys.

They were also asked to describe their sensations when listening to music. Their replies indicate that a very wide range of feelings, sensations, and emotions were aroused. Some wanted to dance, while others felt nervous. Some felt their muscles twitching, while others were in a happy mood. Some were thrilled by patriotic music, and were eager to do some great deed, while others wanted to run a race, etc.

Forty-one stated that they found it difficult to express their impressions aroused by the music. While the emotions are expressed with difficulty, and we often say they are too deep for words, yet, if we more frequently come face to face with our inner selves, if we cultivated a closer acquaintance with these emotions, vague longings, unconscious yearnings of our souls, we would be better able to clothe our emotions with words, and accomplish that which is of much greater value, shape our own characters more intelligently.

## Influence of Poetry on Education.\*

By PRES. W. M. BEARDSHEAR, of the Iowa State College, Ames, Iowa.

In its widest range poetry treats of nature, man, and God. There are no distinct boundary lines separating these. Poetry has two essential elements,—one is thought intensely felt, the other is thought artfully expressed. Poetry expresses in "beautiful forms and melodious language the best thoughts and noblest feelings which the spectacle of life awakens in the finest souls."

A true teacher must be taught. Poetry is a chief inspiration to the teacher. The evolutions of civilization are birthed thru the revolutions of the brain of some masterful teacher of character.

Poetry brings to education a universal language. The elemental principles of universality in character building are expressed by the poets. Poetry gives a vocabulary to the finest feelings of the soul. It reveals the uncommonness in the common things of every day environment.

Poetry educates by revelation and illumination. It brings the priesthood of nature into education. It awakens the senses to new truths and beauties. Suggestiveness is first child to creation.

Poetry makes a vast contribution to education in the fostering and development of sentiment. A wholesome sentiment is the offspring of universal truth that brought our fathers and mothers to honorable marriage, makes hallowed our boyhood and girlhood, and holds us in bonds of a love kindred to that of the spirit of the Father in the skies. "Human-heartedness is the soil from which oldest thoughts originally grew and are continually fed." It exalts this great system of public education and unites the youth and the teachers of this land into mighty

\*Synopsis of paper before the N. E. A.



forces of seventeen millions of our youth in the schools officered by four hundred and fifty thousand teachers. Sentiment expressed in poetry joins country and town, county and state, state and nation into one great national unity, devoted to institutions as broad as the rights of man, as high as his inspiration and as true as his love of liberty. Sentiment is the divine power that has made poems which fired mighty warriors and ennobled more powerfully the sensibilities of the civilized world with a truth whose fragrance is

"As pleasant as the flowers of May."

It is a kindred spirit with music, "the sphere descended maid and wisdom's aid" to speed thru the air of thousands and win the soul of a higher life. Poetry is eternal truth and eternal beauty, with Raphael's Godlike art that pencils figures which are almost the natural man, and empictures moods of earth and sky in creations beautiful and inspirations immortal. Poetry cultivates sentiment that drives out the prejudices and bickerings and sectionalisms, the faultings, the stabblings of words, the hatred of black hearts, the jealousies of small minds, the wars of flesh and spirit, the Hadean abodes of the black angels of error and vice, and introduces a magnanimousness in love with truth in all creeds, enamored and enarmored with right in all nations, thrilled with the beautiful and the good of all classes and proclaiming not only the state, not only the nation, as the supreme idea of civilization, but demanding that the race of man shall issue in the universal brotherhood of mankind at peace with each other and at war with vice eternally.

## Commercial Branches in Grammar and High Schools.\*

By H. M. ROWE, Baltimore, Md.

The very general demand for commercial education in grammar and high school courses has brought some perplexing problems for teachers and school officers.

The first difficulty is to impress upon the minds of those who are responsible for the management of public schools that the commercial branches to be taught successfully must be handled differently from the usual public school branches. Instruction in some of these branches, especially in bookkeeping, cannot be given with the best results by the strictly class drill methods in which a recitation in grammar or geography may be conducted. The work must be more individual, and more attention must be given to each student and his work, in as much as the student himself must give more attention to the details and technicalities of each lesson.

Supt. Kennedy's "Individual Instruction System," in operation at Batavia, N. Y., (described in THE SCHOOL JOURNAL) in which two teachers are assigned to one room, one conducting recitations and the other giving individual instruction, would work well in the commercial branches. Too much importance cannot be attached to the individual attention of the teacher to each pupil.

Because of the great number of studies required of a pupil in the public school the ordinary classification in such schools will not admit of periods of study and recitation of as great length as those in business schools. If possible, the periods for recitation should be lengthened, and in the subject of bookkeeping two consecutive periods should be assigned.

Eliminate as many as possible of the other branches during the time the commercial branches are given special attention, as these are not easy to master. A pupil cannot drift thru his course of bookkeeping instruction as he can in geography or history. The moment he does not understand what he is doing he is lost. There is absolutely no middle ground for a student in bookkeeping.

Another difficulty is the employment of incompetent teachers in these branches. An adequate knowledge of

bookkeeping includes a technical and legal knowledge of notes, drafts, checks, orders, receipts, bills, and in fact all the vouchers used in business. It also includes an acquaintance with methods of business procedure, the requirements of modern office practice, a knowledge of commercial law in so far as it relates to contracts, corporations, partnerships, etc., their formation and the legal responsibilities of the parties thereto. Successful results therefore, cannot be expected unless the teachers are well qualified for commercial teaching. Their training and equipment should be on an equality with that of any other teacher of any other branch in the public school curriculum. They should be specialists.

The ordinary furnishment of public schools in the way of desks and appliances is entirely unsuited to instruction in bookkeeping. A recitation in bookkeeping requires plenty of desk room. There should be one room especially furnished and equipped for instruction in this branch. Ample accommodation for the blanks and stationery should be provided, and where trading between students is conducted complete office equipment is required.

Modern bookkeeping systems must be used. No teacher would attempt to teach geography from a text-book published in 1860, yet the officers in many schools continue to insist upon some insignificant text-book, whose only recommendation is its cheapness. The old text-book plan is a thing of the past. New methods must be employed and such blank-books and other materials as is necessary to make first-class work.

It is folly to teach bookkeeping unless all the business papers are used as they are as much a part of the material equipment as the ledger, journal, or cash-book, and it is impossible to give the student a practical knowledge of accounts unless the records are made from the business papers.

No education or training that can be given to the great majority of those in attendance in our advanced grammar grades and high schools can be more useful and productive than that derived from a study of the commercial branches, which will better fit them for life's work; therefore these branches should be introduced even if other less important branches are dropped.

## School and Business Arithmetic.

By DR. EDWARD W. STITT, Principal P. S. No. 89, N. Y. City.

A careful review of the requirements in arithmetic of thirty of our prominent cities shows that in many cases the present demands are altogether excessive. Such subjects as partial payments, compound partnership, cube root and equation of accounts, are unnecessary to most of our pupils, and therefore should have no place in our elementary schools. I find, however, that in fifty-three per cent. of these cities, compound partnership is still required. In forty-seven per cent. partial payments is permitted to waste the time which might better be employed in different directions. Other percentages are equally startling, and seem to demand a radical change, which shall lead to minimum requirements more nearly in accord with practical life.

Statistics prove that out of one hundred children, only four reach the high school, two the college, and the rest engage in business. The welfare of the many, must determine correct minimum requirements for all. In an effort to discover what the business world would demand in arithmetic, I sent nearly a thousand letters to representative firms in New York, asking for information and suggestions along these lines. The experiment was made practical, rather than simply theoretical, by the co-operation and endorsements of a number of leading merchants and bank-presidents. A large number of replies have been received, and their careful analysis and comparison lead to some fair generalizations.

Forty-four per cent. of the writers strongly urge that

\* Abstract of paper read before the Business Department, N. E. A.

\* Abstract of address before the Business Department, N. E. A.

there is no need for any arithmetic beyond the fundamental rules and common and decimal fractions. The information from the replies was classified under the heads of mechanical aids and processes of solution. Under the former, the following were especially noted: importance of decimal points; legible figures; use of interest-tables; accuracy and speed; short-cuts; multiplication table to  $20 \times 20$ ; familiarity with English money. Under processes of solution only brief reference can here be made.

In interest, the old six per cent. method has been superseded by the "Bank Method," or by the "Sixty-day Method." Wholesale merchants agree that ability to calculate interest quickly and accurately, and to handle trade discounts to advantage, constitute the necessary equipment, outside of the fundamental rules. In the main, the methods of mechanics accord with those used in school. Technical solutions have been evolved in all the trades, which seem not to be applicable to school. The importance of approximating results leads many writers to insist that teachers should require that prior to the solution of the problem, the scholars should attempt to approximate the answer. Many firms complain bitterly of the inaccuracy of their clerks. The importance of mental arithmetic was strongly urged, many desiring that half the work in schools should be mental.

To briefly summarize, the following are recommended:

- (1) Reduction of the requirements.
- (2) Importance of drill and review.
- (3) Demand for practical work.
- (4) Decimal and common fractions are most important.
- (5) Accuracy and speed are co-ordinate essentials.
- (6) Mental arithmetic cannot be neglected.
- (7) Constant attention to rapid calculation.
- (8) Harmony between school and business methods.

## Is There a Nationality Problem in Our Schools?\*

By MARION BROWN, New Orleans, La.

For the thousands of children of foreigners who constitute a large portion of our population, the strange environment is so at variance with previous experience and tradition that parents can no longer be depended upon for safe guidance, hence our American schools must prepare these children to cope with the new conditions.

The census of 1890 reports thirty-two per cent. of our population of foreign parentage. From 1821 to date at least twenty millions have entered our gates, about two-thirds in the last twenty years. The effect on our national life is as yet discernible in only a few lines. The "foreign vote" having become a factor in practical politics, certain languages are taught thru the grades, nominally for culture or utilitarian value, in reality for political recognition. The census shows an enormous proportion of children of foreign parentage as compared with the number of foreign adults. Of the twenty-one and a half millions of school population, two-thirds are enrolled in schools, eighty-eight per cent. in the public schools.

In each nation, certain strongly marked characteristics, intensified and spiritualized, seem to constitute the national ideal. The American ideal seems to be the Anglo-Saxon, the Teutonic elements giving strength and steadiness, the Celtic the fire and dash that a strenuous pioneer life has developed into push and hustle. Pure Anglo-Saxon descent is rare, probably most numerous in the interior of the South Atlantic states.

In certain districts, a predominant nationality gives a marked local tone, as in the older French or Dutch settlements, or the Teutonic element in the West. Country

\*Abstract of address before the Child Study Department, N. E. A.



Major R. A. Pratt, Carlisle, Pa., who spoke before the Department of Indian Education, N. E. A.

populations are more homogeneous than in the towns. The larger centers, like Chicago or New Orleans, are a mixture, socially and ethnologically. Recent Boston school statistics show that out of some 3,700 children, over 43 per cent were born in Europe, and in one school twenty-six per cent. could not speak English on entering.

With a predominating nationality the problems of discipline and teaching become comparatively easy, with several nationalities the perplexities are unending, where the nationality mixture is in the individual troubles are hydra-headed and protean. A school-room where the Latin type predominates is noisier and more excitable than where the more phlegmatic and self-governing Teutonic element is in the majority. Among each there are distinct national qualities: the mixed descents often show contradictory and conflicting characteristics. In dealing with these children, certain time-honored traditions must be abandoned.

The foreign parentage may be divided into three classes: parents who have emigrated only to accumulate a competency to take back to their native land, their children grow up with a divided allegiance and a defective English; parents who intend to make America their home and propose their children shall profit by every opportunity; parents, the product of centuries of hopeless penury, whose children are frequently defective, always neglected. The intermarriage of nationalities always brings new problems. The second generation is American born, but it will take three generations to make American citizens.

The aggregation of nationalities in the community, in the individual, make the temperament, the combination of spiritual and mental qualities—character, the possibilities for good or evil intensified or counteracted by the ancestral heritage.

The teacher must bring order, peace, and freedom into the ethical microcosms called American children. And if the teacher be the inheritor of the nations of the earth—what then?

If you don't feel quite well, try a bottle of Hood's Sarsaparilla. It is a wonderful tonic and invigorator. It will help you.

## THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.





[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by  
**E. L. KELLOGG & CO.**

The Educational Building,  
61 E. NINTH STREET, NEW YORK.  
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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### Literary Notes.

Richard Harding Davis's "The Relief of Ladysmith," in the July *Scribner's* is a brilliant piece of war correspondence and is handsomely illustrated. The first of the papers on "The Slave Trade in America," by John R. Spears, appears in this number. There is another article on the Boer war by Thomas F. Millard, the correspondent who has been on the Boer side thruout the war. Senator Hoar contributes an entertaining article on "Harvard College Fifty-eight Years Ago." The outdoor article of the number is Frank French's "Trees," in which he describes the familiar varieties that grow about an old New Hampshire homestead. "Tommy and Grizel" reaches an interesting situation, and there are a number of short stories.

In the July number of *The Critic* is a timely sketch of the Dowager Empress of China, who has been called with humor and not without reason, "the only man in China." The frontispiece, which is a portrait of Queen Victoria by herself, serves as an introduction to the concluding number of Mr. Christian Brinton's piquant papers on "Queen Victoria as an Etcher." Also in the same field is the continuation of Mrs. Regina Armstrong's "Representative American Women Illustrators." Mr. Cleveland Frederick Bacon contributes an article on "Literature and Journalism." Mr. William Archer writes on "Puritanism and the Theatre." Outdoor literature is represented in Articles on "Thoreau" and "Some Letters of a Novelist-Fruit-Grower." Able book reviews are found in this number.

Excellent character sketches of both the Republican and Democratic Presidential nominees will be found in the *American Monthly Review of Reviews* for July. Industries for young men and women in rural districts is discussed by Mrs. Helen R. Albee. "The Provision for Children in Public Libraries" is fully described in an illustrated article by Miss Katherine Louise Smith. The progress made in this direction will doubtless be a surprise to most people. In "The Progress of the World" the Republican Convention at Philadelphia is described in an interesting way. The political candidates and issues are caricatured in the usual amusing style

in the cartoon department. There are two articles in this number on the cotton manufacturing industry. Mr. Hugh H. Lusk, formerly a member of the New Zealand legislature, gives a brief summary of the essential provisions of the New Australian constitution.

The July *The Ladies' Home Journal* contains an article on "The Fashionable Summer Resorts of the Century," which is especially interesting from the glimpse it gives of the social life of these places at times when they were considered accessible only to the rich. Ernest Seton-Thompson's dramatization of "Wild Animals I Have Known," will find a universal welcome. Edward Bok writes of "The American Man and the Country." The fiction features are "The Story the Doctor Told," and "The Voice in the Choir." Howard Chandler Christy's page drawing shows "The American Girl at Her Sports," and there are numerous other pictorial features. An American Mother writes on "Is a College Education the Best for Our Girls?" The story of a real heroine of the Continental Army is told in "The Girl Who Fought in the Revolution." Timely articles on every branch of home making and special features for the entertainment of children make this magazine helpful and attractive.

*The Banker and the Bear; the Story of a Corner in Lard*, has run into its second large edition in a week's publication. The Macmillan Company are the publishers.

In the publication of Mr. H. Sutherland Edwards' *Personal Recollections*, a notable addition to the literature of reminiscence is given. Mr. Edwards' various vocations of editor, playwright, "war special," and foreign correspondent have naturally brought him into contact with many celebrated people. His recollections are a series of pen pictures cleverly drawn and possessing thru the personal note a charm which will make a strong appeal to lovers of books and music. This work has many entertaining pages devoted to Rubinstein, Bülow, and other musical celebrities. (Messrs. Cassell & Company. \$1.50.)

A book on the point of publication by D. Appleton & Company is *Familiar Fish, their Habits and Capture*. It is written by one of the most experienced of American fishermen. The introduction is by Dr. David Starr Jordan, president of Leland Stanford Junior university.

*Bird Studies with a Camera*, by Frank M. Chapman, issued by D. Appleton & Company, is conceded to be the most valuable book on bird photography yet published. The author, who is the assistant curator of vertebrate zoology in the American Museum of Natural History, and the editor of "Bird Lore," has been fitly described as "the best equipped writer on birds in the country."

Miss Helen Caddick in her book *A White Woman in Central Africa* (Messrs. Cassell & Company, New York) gives an entertaining account of the African savage. According to Miss Caddick, he and many things concerning his country are not so black as they are painted. The trip thru Africa was taken alone by the author. Besides time spent in the more familiar parts the Great Lake region was visited. This was done against the advice of both friends and natives. There are 242 pages in the book and sixteen illustrations. Price, \$1.25.

Lyman C. Newell, Ph. D., instructor of chemistry in the State normal school, at Lowell, Mass., will issue *A Course in Experimental Chemistry*. A review of the manuscript made by a well known professor of chemistry pronounces the method of treatment "new, refreshing, and exceptionally good." The book consists of about 200 experiments cemented by

enough explanatory text to make the experiments logical, systematic, and intelligible, but not enough to vitiate the results of the experiments. The work will be illustrated with over 100 diagrams and engravings prepared especially for this book, many being reproduced from drawings made by pupils in the author's classes.

The Macmillan Company have published two books which should find a wide reading just now by reason of the light they throw upon the present disturbance in China. One is Prof. Paul S. Reinsch's *World Politics*, the other Stephen Bonsal's *Golden Horshoe*.

In the *Atlantic Monthly* for July ex-President Cleveland concludes his argument for "The Independence of the Executive" with a striking account of his own long and bitter struggle with Congress which arose from the famous "Tenure of Office" act, and resulted in a vindication of President Cleveland's position and the repeal of the act itself. James W. Alexander, president of the great Equitable Assurance Company discusses "Some Prejudices About Life Assurance."

William D. Howells' first installment of one of his most characteristic and delightful stories of New England life is found, Martha Baker Dunn's "Meditations of an Ex-School-Committee Woman" is a semi-humorous, ironical sketch enforcing under a somewhat playful guise many serious truths concerning the trials and difficulties of teaching. "A Bit of Old Frane," by Harriet Munroe, is a delightful picturesque sketch. Edith Kellogg Dunton contributes a jaunty article on "The Rascal as Hero." There are interesting papers by Henry A. Clapp, Charles M. Heravy, Lewis E. Gates, and others.

Schools and colleges have long desired a comparatively brief collection of the very best *German Lyrics and Ballads*, and such as are of the most general interest for American students, and most generally desirable for class-room use. D. C. Heath & Company, publishers, Boston, have in press for immediate issue such a collection, made and edited with introduction and notes by Prof. J. T. Hatfield, of Northwestern university, Evanston, Ill.

The tendency toward athleticism among women is forcibly illustrated by the fact that the Wellesley college book store recently placed an order with Harper & Brothers for seventy-five copies of Dr. Robert H. Greene's *Healthy Exercises*. For men or women this is an admirable little volume. The author's purpose is to help the reader to keep in a really healthy condition and his system is thoroly practical in its simplicity.

Col. W. F. Cody, better known as "Buffalo Bill," is enthusiastic in his commendation of Mr. W. E. Smythe's recent book, *The Conquest of Arid America*. He says that no man is more conversant with the great arid West than Mr. Smythe, or has labored harder to give to the world the true facts that the healthiest and richest part of America in climate, soil, minerals, timber, and grazing land is yet to be developed.

The June number of *Current History* sums up in admirable form the news of the past month. The reader is put into touch with all the complicated issues of the day. The contents range from South Africa to China, from the West Indies to the Philippines, from Canada to Australia, and omit nothing of interest.

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Dr. Edward Pick was for many years the most eminent authority on memory and the means of improving it. His celebrated course of lectures was given before colleges and universities, teachers and professional men and women, and was highly praised. Just before his death last July he put these lectures into book form for the first time. The instruction given in it is invaluable for anyone who has need of a good memory—and who has not? The lectures, to hear which a large fee was gladly paid by thousands, now greatly elaborated are here rendered available to all. There is no doubt but that with this book and careful observance of its instruction, the memory may be greatly improved.

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## Interesting Notes.

### New York's Natural History Museum.

One of the institutions of which New York city is justly proud is the Museum of Natural History, in Manhattansquare. Inside the brownstone masses of several great buildings is housed a collection of objects that are a credit to the chief American city. No visitor to New York should fail to visit this museum, that in the thirty years of its existence has grown to enormous proportions.

One of the latest gifts to the museum is the skeleton of a great cat, the sabre-tooth tiger, twice as large as any lion or tiger now living. This monstrous animal once (thousands of years ago) roamed through the forests of South America, and had for its companions beasts of the most extraordinary character, like the great ground sloth that varied in size from that of an ox to the largest elephant; large quadrupeds incased in bony armor, and other natives of the jungle.



SKETCHY SABRE-TOOTH TIGER, IN RESTORATION BY WILL.

The museum specimen shows the extremely wide gape of the mouth, giving free play to the huge upper fangs. Another specimen, recently acquired, will attract much attention. It is a terra cotta figure of an old Alcoholic tribe dressed in quilted armor, and carrying in his hands his sword and shield. It was found by an Indian in a cave near the modern city of Texcoco, not far from the city of Mexico.

### Gold Idols in Texas Caves.

In western Texas there is a barber who is an enthusiastic explorer of the caves of that region, once occupied by a pre-historic race. These are the caves of Bandora in the Colorado

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mountains, a short distance from Marble Falls, in Burnet county, Texas.

The old Aztecs knew something of the caves, and from their countless legends and traditions the Spaniards gathered that many tribes made long pilgrimages to this place to worship their gods. Many large rooms in the caverns are suggestive of places of worship. In one great vault, nearly a half mile from the mouth of the cave, is an altar surrounded by columns chiseled out of granite.

The columns have been thrown down, but many of the fragments are lying on the floor of the cavern. It is evident that some vandal has tried to destroy the place. Large stones on the floor must at some time have formed the bases for columns, and in many nooks, carved out of solid walls, are pedestals upon which it is supposed



the gods reposed.

In one of the galleries the barber archeologist picked up a small piece of gold. This led him to believe that more gold was to be found. Searching further, in a remote nook he found the two heads of solid gold, shown in the illustration. Then he started to Chicago with the hope of selling the heads to the great university. If he does not succeed he will offer them to the government. In case he fails to sell them to "Uncle Sam," he will take them to Philadelphia and have them coined into double eagles.

### Spend the Day at Niagara Falls.

All summer tourist tickets to Eastern resorts reached via the Michigan Central will permit a stop-over at the Falls. Call at Michigan Central Tourist Bureau, 119 Adams Street, Chicago, and obtain a copy of "A Summer Note Book," or send your address with 6 cents to cover postage. No trouble to answer questions. Fullest information and assistance given to aid you in the selection of a delightful summer tour.

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The second annual exhibition of the Atlantic City Horse Show Association will be held at Inlet Park, Atlantic City, on July 11, 12, 13, and 14, 1900. Liberal prizes guarantee a large number of entries and a high class of exhibits, and a carefully-prepared program promises abundant entertainment. A military band will be in attendance. This popular event will serve to still further increase the attractions of this great seashore resort. Excursion tickets to Atlantic City and return will be sold by the Pennsylvania Railroad from all stations on its line.

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